



# **Writing SIAS inspection reports**

## **Guidance for inspectors**

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The Statutory Inspection of Anglican Schools (SIAS) is governed by section 48 of the Education Act 2005. This document provides guidance on writing reports following section 48 inspections conducted under the SIAS framework for the inspection of Church of England Schools. The SIAS framework and other inspection documents can be found on the National Society's website at [www.natsoc.org.uk](http://www.natsoc.org.uk).

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## I Audience and context

In terms of numbers of readers, each section 48 inspection report is written primarily to inform parents and carers about the distinctiveness and effectiveness of the Church of England school their children attend, and to inform those parents who might wish their child to attend in the future. This means you must write each of your reports in accessible, everyday language. But a section 48 report is also an important document for the staff and governors of the school, so you must write it so that it also helps education professionals make use of it in schools. Finally, the diocese, the National Society and the wider public also have an interest in the outcomes of a section 48 inspection and need to be informed in a way that helps their understanding of the school.

A SIAS inspection provides an external view of a school and should be a great support to a school's self-evaluation, enabling staff to consider their own views alongside an external perspective and to have their views confirmed (or otherwise) by the inspection findings. To do this well, your report must provide a fair and accurate account of the school.

The tone and balance of the report are important, too, to gain acceptance of the findings by the school. Grudging praise and a focus on minor weaknesses form a recipe for a challenge to the inspection findings and often hide the main points you are trying to make. Instead, highlight the most important points, positive or negative, and achieve an appropriate balance between strengths and weaknesses.

As with all other school inspections, those undertaken using the SIAS framework are expected to make a significant contribution to school improvement. Your reports must therefore be written in such a way as to support the school improvement process. The SIAS framework helps to do this by focusing on the effect the school has, as a Church of England school, on the learner and how the impact of the school's actions can be maximised.

Following a section 48 inspection, write each SIAS report to:

- inform all readers in accessible language of the school's distinctiveness and effectiveness as a Church of England school
- support the school's self-evaluation by providing a fair and accurate external view of the school
- focus on main issues and achieve a sensible balance between strengths and weaknesses
- support improvement by focusing on the learner and the deal each receives in the school.

## 2 Being prepared

Writing an inspection report is not an easy task. You must first of all have come to a clear set of judgements in all the areas required by the SIAS framework for inspection. In addition, you must know why those judgements have been reached and what evidence can be used to substantiate them. This calls for clear thinking. Then you must write the report so that all readers are left in no doubt about your view of the school as a Church of England school and in no doubt about its main strengths and the areas that need improvement.

Clarity does not just apply to the period after the inspection. A successful inspection is the result of careful planning and this in itself requires clear thinking from the outset. Working from the evidence available before the inspection, especially the school's self-evaluation through the National Society's *Self-evaluation Toolkit for Anglican Church Schools*, Ofsted's self-evaluation form (the SEF) or other documentation, you first need to ensure the inspection has a clear focus. This focus leads to a set of issues to explore during the inspection. These issues help you to answer the key questions in the SIAS framework by obtaining enough evidence to secure the required judgements

Confused thinking at this stage means writing will be much more difficult, and the confusion will be reflected in a report that does not hold together well. Clear thinking before writing means that each section of the report will sit comfortably alongside the other sections and, collectively, the sections will present a consistent set of judgements. Then, and only then, the report as a whole will paint a clear and unambiguous picture of the school as a Church of England school.

Good preparation and clear thinking are the keys to writing a good SIAS report. You need to:

- have a clear focus for the inspection before going into the school to gather evidence
- obtain sufficient secure evidence to reach clear judgements in each area of the SIAS framework
- ensure these fit together to give a clear and unambiguous view of the school as a Church of England school before starting writing.

### 3 Evaluative writing

A section 48 inspection report must answer the four key questions set out in the SIAS framework and the report template, and give a summary judgement about the school as a whole. The questions are about effectiveness and impact and, as a result, your writing must be evaluative. Avoid descriptive and narrative styles, therefore.

Each main text section of the report is a single paragraph that covers a key question. The key question is answered with an emboldened, headline judgement. You need to weigh up the evidence gathered for each key question and come to a clear and unequivocal view that this judgement sets out. Then explain why you came to that judgement, drawing on the evidence you have gathered. Cover only the main reasons for your judgement and avoid too much detail. Focus more on the impact of the school's actions on the outcomes for learners, rather than on the actions themselves. You may wish to use an illustration to emphasise a point, but make sure that it is a telling example that really adds to the reader's understanding.

Evaluative writing can still be interesting, however, and you must do all you can to make the writing lively and accessible. This means using short sentences, dealing with one point at a time, and avoiding long and dense arguments. In particular, make sure that your report contains a consistent set of judgements, reached using the grade descriptors, and that the summary judgement is consistent with the others. If you feel that judgements might appear inconsistent to a reader, then you need a very good explanation for the apparent discrepancy.

All this means that you must avoid all speculation about what might happen in the future and avoid telling the school how they could or should do things. Making improvements after the inspection is the school's proper role, not yours as an evaluator.

The report should contain no surprises for the school. You should never introduce new or changed judgements into the report that have not already been rehearsed with the school as part of your oral feedback.

Write your report evaluatively and:

- explain your headline judgements, covering only the main reasons for them and drawing on evidence to support your argument
- focus on the effect of the school's actions on the learners, rather than the actions themselves
- check that all your judgements hang together well and support your summary judgement about the school.

## 4 Using the SIAS framework

The main purpose of the inspection report is to communicate the answers to the key questions in the SIAS framework for inspection. These answers should naturally lead the reader to the list of established strengths and areas included in the section headed 'focus for development'. You need to communicate an overall judgement, too, reached by weighing up the contributions from the different parts of the report.

In writing the report, remember that overall you need to support the school in its development. This means that you need to get to the bottom of issues and write the report so that you don't just praise or criticise through judgements. Your writing should communicate why strengths are so good, so effective practice can be replicated. You need to diagnose why something is weak so that you can tell the school what needs to be done to improve things. Where it is appropriate, you need to comment on the school's self-evaluation as a Church of England school.

All these judgements must hold together and be consistent with the grades on the *National Society Judgement Record* (NSJR). It is important that you have the SIAS grade descriptors by you so that, once you have drafted the report, you can check each section against the relevant grade descriptor in the framework. A useful technique is to check the judgement and text against the descriptor immediately above and immediately below the one for the grade awarded, just to check that the pitch of the judgement and the writing is right.

You must also adhere to the various technical points in the SIAS framework, such as length and font type and size, and make use of the template supplied by the relevant diocese or available on the National Society's website [www.natsoc.org.uk](http://www.natsoc.org.uk).

Use the SIAS framework for inspection and:

- answer the four key questions clearly, and support your judgements by explanations, illustrations and references to the school's self-evaluation
- weigh up the contributions of the four sections and give a clear overall summary, together with strengths and areas of focus for development
- ensure the report holds together and matches the framework grade descriptors, and is consistent with the NSJR
- use the standard template and adhere to the two-page maximum text length and the use of 11pt Arial typeface

## 5 Section by section examples

### Context

This section should be brief and include only the most significant information. It should be no longer than 70 words.

#### **Include:**

- the size of the school
- where it draws its pupils from
- the nature of the intake, including the ethnic background of pupils
- recent changes of headship
- recent major building work
- specialist status.

#### **Avoid:**

- numbers of classes
- numbers of staff
- attainment of pupils on entry
- previous management difficulties or ill health of staff
- the school's vision
- inspection judgements

### Context

XXXXX Church of England School is a very small school of 44 pupils, all White British, taught in two classes. The school serves a wide rural area. The headteacher took up her post at the beginning of the school year.

### Context

YYYYYY Church of England School and Technology College is a smaller than average school serving a wide advantaged area to the north of ZZZZZ. Nearly all students entering the school are from Christian families, including just over 12% of pupils from Black backgrounds. A small number of pupils have other faiths. Up to 10% of students annually are selected for entry for their technological aptitude.

### Summary judgement

This section should answer the question “*How distinctive and effective is the school as a Church of England school?*” Although it requires a single answer, the question has two components, covering distinctiveness and effectiveness, and both these areas need covering. These must be covered through the clear judgement, emboldened in the heading in the template, and a very brief piece of evaluative writing to support it. This section should encapsulate the school as a whole, but does not have to include something from every section or summarise every aspect of the school. The text of this section should be as brief as possible and be no longer than 70 words.

**The distinctiveness and effectiveness of XXXXX as a Church of England school are good**

A dynamic and Christ-centred ethos brings positive values and attitudes to teaching and learning. These values and attitudes are embedded in the school's mission statement, which is rooted in love, respect and spiritual development. The school's high expectations of all its staff and pupils are promoted throughout the school.

**The distinctiveness and effectiveness of YYYYY as a Church of England school are satisfactory**

YYYYY has securely re-established its distinctiveness as a faith school after a difficult period of temporary leadership. It has an innovative 21st century Christian vision for what it can offer to its community. The current headteacher and the governing body are implementing this vision effectively and the school's ethos, now distinctly positive and Christian, is beginning to improve pupils' learning and behaviour.

**Established strengths**

These should be clearly and concisely expressed and number no more than four. The strengths should be in order of priority, most important first, and stem from the paragraphs which answer some or all of the four key questions in the framework. The strengths can be expressed as complete sentences or, alternatively, as fragments of sentences with the main strength in each expressed as a noun (usually with some descriptive text). Only one style should be used in each set of established strengths.

**Established strengths**

- The outstanding Christian ethos of the school in which all pupils are nurtured and valued highly.
- High quality acts of worship, including all pupils and contributing greatly to pupils' spiritual, moral, social and cultural development.
- The Christian principles at the heart of all policies which are lived out in practice by the whole school community.
- Excellent links with the local church and community.

**Established strengths**

- The school has a clear Christian vision and high expectations, and is building successfully on the strong foundations laid by senior managers and governors.
- Standards in religious education are high through good teaching by enthusiastic and well-qualified staff.
- Students play a leading role in acts of worship and charity work.

## **Focus for development**

These areas should be clearly and concisely expressed and number no more than four. The focus areas should be in order of priority, most important first, and stem from the paragraphs which answer some or all of the four key questions in the framework. They should be expressed directly as actions the school can carry out. Avoid suggestions that a school should “*Consider what action should be taken in relation to . . .*” as this section should set out your professional judgement of what needs to be improved.

Avoid beginning these points with “*Continue to . . .*” or “*Further develop . . .*”. The areas of focus here should reflect the most important things that need to be done, regardless of whether the school is already taking action. The school’s action and its impact so far should be included in the paragraphs relating to the four key questions.

### **Focus for development**

- Place more emphasis on children’s understanding of other faiths within the context of the diocesan syllabus for religious education.
- Improve the writing of older children in religious education lessons so that the work they produce reflects the good writing standards seen in other subjects.

### **Focus for development**

- Adopt and implement consistently the revised syllabus for religious education.
- Establish strategies for assessing pupils’ work in religious education.
- Provide training, with the support of the diocese, for all who are involved in leading acts of worship.
- Improve pupils’ spiritual and cultural development by providing more opportunities to learn about faiths and cultures other than their own.

## **Answers to the four key questions**

In each of these sections, you need firstly to provide the clear judgement that answers the key question. This is incorporated in the emboldened heading required by the template. The text of the paragraph is then used to explain and support that judgement. The text must be consistent with the grade given in the National Society Judgement Record and with the verbal equivalent used in the headline judgement.

There is no need to answer all the detailed supplementary questions in the framework. The areas they cover indicate the areas in which evaluations should be made to support the headline judgement. Your views on the most significant of these questions for the school will come through strongly in the text. The main purpose of your writing is to convince the reader that you have a strong argument for reaching your headline judgement, not to cover every detail in the framework.

Taken together, the four sections must make sense and link well to the summary judgement. It is unlikely, for example, that leadership and management will be outstanding if religious education is judged to be only satisfactory, or if the school's distinctive character has little impact on its effectiveness. Equally, an outstanding Church of England school is unlikely to come about through good teaching of RE and satisfactory leadership and management, even if worship is outstanding.

The following examples are not perfect, and could all be improved in one way or another, but they do argue strongly for the grade awarded for each section. Note that they do not all come from the same inspection report.

**The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

The Christian ethos in the school is very strong and permeates every aspect of the school's life, from documentation and displays through to classroom practice. This is the result of a total commitment to the development of the whole child within a supportive school community. Christian values are evident in every part of the school, particularly in the quality of care. Pupils from all cultures feel safe and happy, secure in the knowledge that their beliefs are respected and valued. The school's inclusive approach is a natural way of life in the school and is much valued by parents of all faiths. The Foundation governors provide good support at every level, checking and evaluating the school's progress as a church school, and act as critical friends to the headteacher. The atmosphere around the school is relaxed and very orderly. The children show extraordinary courtesy and consideration to each other and to adults, together with natural good manners. Staff are excellent role models for the children.

*Here, the paragraph does more than enough to convince the reader of the validity of this view of the school as 'outstanding'. The text draws well on the supplementary questions from the SIAS framework but avoids repeating phrases, so the paragraph reflects the individual school well.*

**The impact of collective worship on the school community is good**

Despite the lack of space, great care is taken to ensure that acts of worship take place in a well-organised and peaceful environment. Worship has a very good impact on pupils' spiritual development and is central to school life. It has a strong Christian focus and major Christian festivals are celebrated, both in school and in church. Planning of individual acts of worship is good, but the overall programme does not reflect the breadth or variety of opportunities in the Church of England year. Children look forward to the daily acts of worship and enjoy taking part. In one, the careful choice of a lively Christian hymn and the use of symbolism, with the candle of hope lit as the fourth Advent candle, captured the children's imagination very well.

*This gives a clear message of consistency and makes use of an example to illustrate the Anglican tradition rather than repeat the words from the grade descriptors. Despite the 'good' judgement, there is a clear indication of what needs to be done to improve worship by broadening its focus.*

### **The effectiveness of the religious education is satisfactory**

Teaching and learning in RE have improved and are now good. Governors and the senior managers have highlighted RE as a priority within the school development plan and the recently appointed coordinator has brought good subject knowledge and vision to the development of the subject. Their combined efforts have already improved pupils' achievement in RE and areas for further improvement have already been identified. Assessment strategies within RE are not fully in place, although some work with the diocese is currently underway to revise and enhance this area of the scheme of work. Pupils' attitudes are positive and enthusiastic teaching stimulates their interest. The school uses ICT, music and drama effectively to ensure the subject "comes alive" and good links between RE and PHSE support pupils' moral development. The parish reflects a mainly mono-cultural population and visits to a local mosque and synagogue help give pupils a good understanding of other world faiths.

*In this paragraph the inspector has balanced the good quality of classroom teaching and learning with the weaknesses in assessment to reach a judgement of satisfactory effectiveness. The text uses the supplementary questions from the SIAS framework well and again avoids repeating phrases or extracts from the grade descriptors, so that the paragraph is very specific to the school.*

### **The effective of the leadership and management of the school as a church school is inadequate**

RE and collective worship remain weak and very little has been done to improve these areas since the last inspection. Staff have become involved in the development of a shared Christian vision for the future of the school through consultation with the senior management team but this has taken too long and has not yet been finalised. Governors are not sufficiently involved in the school, although the governing body has now set up a committee structure and made plans for the professional development of governors, including training in developing the Christian ethos of the school. The vicar has a pastoral role with learners and adults in the school and has supported many in times of need. Some members of the community have been identified to fill the long-term vacancies on the governing body but they have not yet been approached. While the school runs smoothly from day to day, behaviour is now satisfactory and standards have improved to average, weak leadership means it has not yet achieved a distinctive place as a Church of England school.

*In what must have been a very difficult decision for the inspector, the grade descriptors have been used correctly here to judge the leadership and management of the school as a church school to be inadequate, although in other respects it is secure. The critical points here are the lack of Christian vision to drive the school's development and the absence, as yet, of any impact of recent actions.*

**Complete inspection reports** are available on the National Society's website [www.natsoc.org.uk](http://www.natsoc.org.uk) . For your own professional development, it is an instructive exercise to download one and undertake a critique of it, using this guidance.

## 6 Writing style

Writing concisely is a skill and it often takes longer than writing at length as it requires more thought. This section of the guidance lists a range of features of effective and ineffective inspection writing

The most important requirement is to **focus on impact and effect**, avoiding sentences like “*Good teaching is carried out using a well planned scheme of work based on the diocesan syllabus*”. This is a “*So what?*” sentence which tell the reader very little about the school you have inspected. Such outcomes are also unremarkable, as they should occur in nearly all schools. Your report needs to focus on the distinctive features of teaching, and their impact, in that school. State clearly and simply the effect on learners’ achievement and personal development, in the terms set out in the SIAS framework.

Secondly, **keep to the SIAS framework**. Interesting though it might be to do so, you should not provide an audit or critique of features of the school which are not directly linked to their impact or effect on learners in relation to a key question in the framework.

The inspection report must **help the school and support improvement**. Thus you need to highlight the main strengths and state clearly the main areas for improvement. Focus clearly on the main issues for the school, and leave much of the detail to dialogue with the school.

In writing, **be specific and communicate clear judgements**. Tell the reader clearly what is happening at the school. Avoid sentences like “*There are good opportunities for learners to reflect*”. The real issues are whether learners reflect or not, given the opportunities, and on what they reflect. Evaluate how effective the reflection is, diagnose why this is and use the context for the reflection to bring the report to life.

There is no need to repeatedly refer to the fact that you have evidence for your judgements. So **avoid woolly phrases** like “*There is evidence that . . .*”. In conducting the inspection you should gather sufficient secure evidence to substantiate your judgements and report them clearly. State what is going on and diagnose why this is, using your evidence in explanation and illustration.

On the next few pages, annotated examples of writing help to set out an outline of a preferred style of writing. All the examples used, with amendments in some cases, come from published section 48 reports from inspections of Church of England schools. Alongside each example, the symbol ✓ is used to indicate effective writing, and the symbol ✗ to indicate a style, or way of expressing something, that is to be avoided.

- **Write in the present tense**, as this brings a sense of immediacy to the report, even if it is read some time after the inspection. When you need to refer to a specific event that happened during the inspection, then the past tense is needed, of course.

- ✓ Teaching is characterised by academic rigour. In one lesson, sixth form students identified the contribution of a number of scholars to the Design argument for the existence of God.

*The use of the present tense suggests a broader longer-term view of teaching than the lessons observed. Evidence from pupils' work, teachers' planning and discussions supports evidence from the few lesson observations, and one of these is used to give a telling example to support the judgement.*

- **Focus on the school you are inspecting** and don't rehearse the key questions or supplementary questions in the SIAS framework.

- ✗ All pupils feel valued and special in the school and the school's Christian values enable them to flourish as individuals.

*Although this is written clearly, the text is drawn entirely from the questions in the SIAS framework and does not reflect the school being inspected or the pitch of the judgement.*

- ✓ Pupils are happy and secure in school. They are valued as individuals and benefit from the warm family atmosphere, showing care and concern for one another.

*Here the framework questions are answered through the use of phrases that relate specifically to the school. For example, the impact of Christian values is shown through the care and concern shown for each other.*

- **Use clear, direct statements and short sentences** that tackle one idea only. Simplicity helps make difficult ideas clear. Complex sentences with many ideas quickly lose the reader's attention as they struggle to work out what the sentences mean.

- ✗ A strong culture of reward and praise is evident everywhere not least in behaviour management which focuses on developing rather than punishing the child and the concept of forgiveness and reconciliation is central.

*One of the main points about the school's behaviour management in this inelegant sentence is lost in a series of subordinate clauses.*

- ✓ The concept of forgiveness and reconciliation is central to behaviour management, which focuses on developing rather than punishing the child. The result is a culture of praise and reward throughout the school.

*Here, the main point, reflecting the nature of the SIAS inspection, comes first, directly stated in its own sentence. The second sentence then considers the impact of this policy. Each sentence expresses a single idea and the text is much more readable.*

- **Highlight the main point** you want to make first.

- ✗ The vicar makes regular contributions to worship. The head teacher has plans to further this with acts of worship in the parish church. While contributing well to the creation of an excellent learning environment and to children’s moral and spiritual development, worship makes an outstanding contribution to the life of the school.

*Here, the main point of the last sentence comes at the end, and many readers will not reach it. The first sentence could well be termed “So what?” evidence and the second sentence is speculative.*

- ✓ Worship makes an outstanding contribution to the life of the school. The vicar’s weekly contributions set high expectations for pupils’ moral and spiritual development, and the calm approach used daily supports the excellent learning environment.

*In this revision, the main point now comes first. The second sentence then explains why the judgement of outstanding has been reached. The speculative sentence has been omitted, as it adds nothing to the inspection judgement and the plans may not come to fruition.*

- **Use simple constructions when starting sentences**, particularly avoiding the tendency to start sentences with “There were . . . .which . . . .”

- ✗ Worship is important within the life of the school. However, recently there have been several changes of staff which have resulted in some inconsistencies in expectations and practice across the school. There are examples of creative leadership within worship linking areas of the curriculum which provide times of awe and wonder as well as reflection.

*Two consecutive sentences in this report are unnecessarily complex in construction and this makes it harder to understand them.*

- ✓ Worship is important in the life of the school. Creative leadership has linked worship to areas of the curriculum so that pupils experience periods of reflection in, for example, geography and art lessons. However, several recent changes of staff have resulted in inconsistencies in expectations and practice across the school.

*In this revision, the third sentence has been moved up to provide good exemplification of the headline evaluation, and the concern about inconsistencies is made as a subsidiary point. The complex construction has been removed in each case, making the language more direct.*

- **Explain why you came to your judgements**, selecting the most significant features of the school to write about. Using “because” is often helpful.

- ✓ The recently appointed senior leaders have contributed significantly to the success of this school because they quickly and very accurately identified its main strengths and weaknesses and then took decisive action to bring about improvement in its ethos.

*The explanation here supports the judgement of good leadership and management stated earlier in the paragraph. It covers self-evaluation, decisive leadership, and specifies the area in which the main improvement was made. Its main drawback is its length, and the sentence could well have been split without losing too much impact.*

- **Communicate your judgements clearly**, and don't avoid them or hide them with descriptive accounts of incomplete developments.

- ✗ Teaching and learning [of religious education] are satisfactory. A policy document is currently being produced and schemes of work are being written in line with the Diocesan Guidelines. The GCSE syllabus is under review at present and it is expected that all pupils will take the full course at the end of Year 11.

*The headline judgement is clear, but what follows leaves the reader to infer that teachers are not supported by a clear policy and scheme of work and that the GCSE entry policy has not been resolved.*

- ✓ Teaching and learning are satisfactory but teachers do not benefit from a clear school policy or scheme of work for RE, which is currently being written. Not all pupils who want to can take a full GCSE course at the moment, but the curriculum is under review for next year to make this possible.

*Here, the weaknesses are clearly stated, with indication of what the school is doing about them. Depending on its significance, it may have been appropriate to highlight inconsistencies in teaching between classes as a result of the lack of a scheme of work.*

- **Highlight specific areas for development**, without giving advice about how to bring about the changes needed.

- ✓ Establish a clear system for coordinating religious education throughout school, including regular checks on the quality of teaching and how effectively pupils learn.

*This tells the school what is needed, without suggesting how the coordination is set up or the monitoring and evaluation is carried out. It also avoids the use of the term 'monitoring and evaluation', which is not readily understood by parents.*

- **Write evaluatively from the evidence**, avoiding speculation, personal preferences and advice.

- ✗ More opportunities for pupils to use the school's interactive white boards as teaching aids in most lessons would enhance this provision, further stimulating thinking at all levels and contributing to personalised learning.

*This sentence makes several assumptions about the value of interactive whiteboards when the main issue is the quality of teaching that goes with their use. It also proffers advice that implies that personalised learning and thinking are best stimulated by using interactive whiteboards when other strategies can do this equally well.*

- ✓ Teaching uses interactive white boards effectively to stimulate thinking at all levels but many opportunities are lost for pupils themselves to use them to increase their involvement in the lesson.

*Here, the positive point hidden in the phrase "further stimulating thinking" has been highlighted and the key point that teachers, not pupils, use them has been made clearly. This sentence is entirely evaluative, and does not speculate about the value of whiteboards.*

- Use the **active voice** rather than the passive to bring life to the writing.

- ✗ Prayer is said on a class basis before lunch and at the end of the school day. A choir is provided for worship at the parish church and school worship and the number of families attending the Christingle service has shown a recent increase.

*This pair of sentences is written mainly in the passive voice (“... is said ...” and “... is provided ...”), mixed with an active past tense at the end of the second sentence.*

- ✓ Children participate well in prayers in class before lunch and at the end of the day. The school choir contributes well to worship in school and at festivals at the parish church. As a result, attendance at the Christingle service has increased.

*The active language here is livelier and more evaluative. In the revised version, the editor took the opportunity to clarify which services the choir attended to make more sense of the last sentence, and to focus on the impact of the school’s work on the community..*

- Use **everyday language** and avoid jargon.

- ✗ However, the school’s senior leaders and governors have not given consistent attention to the ongoing development of some key aspects of its Anglican foundation. Limited use has been made of the YYYYY Diocesan or National Society’s self-evaluation toolkit as an audit of where the school stands in respect of self-knowledge and what needs to be prioritised for continuing improvement.

*This sentence is full of problems: “ongoing development” is tautologous; “key aspects” is not precise enough and fudges the issue; parents will not know what the “toolkit” is; “prioritised” is clumsy; and the sentences are padded by extra words.*

- ✓ However, the school’s Christian ethos has declined since the last inspection, and does not promote pupils’ spiritual development. The school’s senior leaders and governors have not done enough to review the school’s effectiveness as a Church of England school and are not aware of what needs to be done to improve the situation.

*In this revision, the specific area of weakness is highlighted, and the lack of self-evaluation is linked to the absence of a clear plan for improvement*

- **Make the report come to life**, choosing words carefully and avoiding overused words.

- ✓ Children achieve well in religious education. They talked enthusiastically about how women are portrayed in the Old Testament, for example, giving vivid examples from their work to illustrate their views.

*This telling example gives a feel for the way children were engaged in their work but also indicates that the work involved more than recall of facts by referring to pupils’ views on the topic.*